

Message Text

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ACTION IO-14

INFO OCT-01 EUR-12 CIAE-00 CU-06 INR-07 NSAE-00 AID-05
USIA-15 ISO-00 ARA-14 OES-07 OIC-02 HEW-06 /089 W
-----098088 191128Z /23

R 191034Z AUG 77
FM AMEMBASSY PARIS
TO SECSTATE WASHDC 7329
AMEMBASSY GUATEMALA
INFO USMISSION GENEVA
AMEMBASSY MANAGUA
AMEMBASSY PANAMA
AMEMBASSY SAN JOSE
AMEMBASSY SAN SALVADOR
AMEMBASSY TEGUCIGALPA
USMISSION USUN

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NESCO/AIDAC

SECSTATE PASS AID/IIA/IA/UN; GUATEMALA PASS ACTION
USAID MISSION AND INFO ROCAP

E.O. 11652: N/A
TAGS: EAID, XK, UNESCO
SUBJECT: MEETING BETWEEN UNESCO AND AID OFFICIALS ON
SOCIO-ECONOMIC DEVELOPMENT PERFORMANCE DATA, CRITERIA
AND MEASUREMENT

1. FOR AID/IIA/IA/UN PLEASE PASS FOLLOWING INFORMATION
TO PPC/PDA, JOHN ERIKSSON, JIM BROWN AND BRANDON
ROBINSON PLUS IIA/EA MICHALOPOULUS.

2. FOR USAID/GUATEMALA, PLEASE PASS FOLLOWING
INFORMATION TO SYLVIAN LOURIE, UNESCO SENIOR ADVISOR
FOR CENTRAL AMERICA. APARTADO 244, CUIDAD DE
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GUATEMALA, OFFICE TELEPHONE NUMBER 82669 OR 534787.

3. THIS IS IN FOLLOW UP TO RECENT DISCUSSION IN AID/W
BY LOUIS SLEEPER, DEVELOPMENT ATTACHE, U.S. PERMANENT
DELEGATION TO UNESCO WITH STAFF IN IIA/IA AND PPC/PDA,
AND TO CONVERSATIONS BETWEEN SLEEPER AND SYLVIAN LOURIE,
UNESCO'S SENIOR ADVISOR FOR CENTRAL AMERICA.

4. DISCUSSIONS ARE UNDERWAY TO PLAN A THREE DAY MEETING IN CENTRAL AMERICA IN DECEMBER BETWEEN SELECTED UNESCO, CENTRAL AMERICAN AND AID PROFESSIONALS TO DISCUSS EXPERIENCES, USES AND LIMITATIONS OF SOCIO-ECONOMIC DEVELOPMENT PERFORMANCE DATA, CRITERIA, ANALYSIS AND MEASUREMENT. SLEEPER SUGGESTS DRAFT FRAME OF REFERENCE DESCRIBED IN FOLLOWING PARAGRAPHS. WOULD APPRECIATE ANY COMMENTS AND RECOMMENDED CHANGES ESPECIALLY FROM LOURIE OF UNESCO CENTRAL AMERICA AND FROM ERIKSSON, BROWN AND ROBINSON OF PPC/PDA.

5. PLACE, GUATEMALA CITY, GUATEMALA WITH MEETINGS TO BE HELD AT UNESCO'S REGIONAL OFFICE FOR CENTRAL AMERICA.

6. DATE, DECEMBER 5, 6, 7. SECOND CHOICE WOULD BE DECEMBER 1, 2, 3, AND THIRD CHOICE WOULD BE DECEMBER 19, 20, 21.

7. SIZE OF MEETING, TEN TO FIFTEEN PEOPLE.

8. COMPOSITION, TWO TO FOUR PEOPLE EACH FROM (A) THE UNESCO GROUP IN CENTRAL AMERICA; (B) UNESCO PARIS, (INCLUDING POSSIBLY ONE CONSULTANT OF THE DIVISION UNCLASSIFIED

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FOR THE STUDY OF DEVELOPMENT OF THE SOCIAL SCIENCE SECTOR;) (C) AID (RECOMMENDED TO INCLUDE SLEEPER OF US PERMDEL, JIM BROWN AND BRANDON ROBINSON OF PPC/PDA AND INCLUDING POSSIBLY ONE CONSULTANT IN DEVELOPING CRITERIA AND STATISTICS ON SOCIO-ECONOMIC PERFORMANCE FOR THE SECTOR AND PROGRAM ANALYSIS DIVISION OF THE PROGRAM AND POLICY COORDINATION BUREAU;) AND (D) CENTRAL AMERICAN PRACTITIONERS IN DEVELOPMENT PROGRAMS (TO BE RECOMMENDED BY LOURIE) PLUS (E) POSSIBLY ONE PERSON FROM THE UNITED NATIONS STATISTICAL OFFICE IN NEW YORK. EACH GROUP WOULD COVER ITS OWN EXPENSES.

9. GENERAL PURPOSE. EXCHANGE INFORMATION ON PROFESSIONAL EXPERIENCES AND ENGAGE IN A DIALOGUE AMONG SELECTED INTERNATIONAL, BILATERAL AND NATIONAL DEVELOPMENT OFFICIALS, IN ORDER TO ADVANCE GENERAL AWARENESS ON THE USES, NEEDS AND LIMITATIONS OF SOCIO-ECONOMIC DEVELOPMENT PERFORMANCE CRITERIA AND MEASUREMENT.

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TO SECSTATE WASHDC 7330
AMEMBASSY GUATEMALA
INFO USMISSION GENEVA
AMEMBASSY MANAGUA
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10. CONCEPTUAL FRAMEWORK

A. THE UNDERLYING THEME OF MEETING MIGHT BE TO
ASK WHAT ARE DATA AND METHODOLOGICAL IMPLICATIONS
AND REQUIREMENTS AS THE FOCUS OF DEVELOPMENT EFFORTS
SHIFTS TO ADDRESSING BASIC HUMAN NEEDS IN AREAS SUCH
AS FOOD, SHELTER, HEALTH, EDUCATION AND EMPLOYMENT;
AND TO INCORPORATING GOALS OF EQUITY, PARTICIPATION
AND ACCESS IN DEVELOPMENT PROGRAMS. WHAT ARE
IMPLICATIONS FOR THE FOLLOWING:

- (1) DATA BASES FOR PLANNING DEVELOPMENT EFFORTS
AND FOR MEASURING DEVELOPMENT PERFORMANCE;
- (2) ANALYTICAL METHODS TO IDENTIFY GAPS AND
THEIR CAUSES, TO ESTIMATE EFFECTS OF
ALTERNATIVE SOLUTIONS, TO ASSESS RESULTS
OF PROGRAM ACTIONS; AND TO IDENTIFY

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CONTROLLABLE AND NON-CONTROLLABLE
DETERMINANTS OF PERFORMANCE;

(3) ASSESSMENT TECHNIQUES TO MONITOR PROGRESS,
AND TO IDENTIFY COMMITMENT, ACHIEVEMENTS
AND SHORTFALLS IN A TIMELY MANNER;

(4) ORGANIZATIONAL AND INSTITUTIONAL RESOURCES
FOR DATA COLLECTION, SURVEYS, STUDIES
AND ANALYSES; AND

(5) PROFESSIONAL STAFF REQUIREMENTS.

B. DISCUSSIONS MIGHT FOCUS ON DATA AND
METHODOLOGICAL IMPLICATIONS FOR THREE INCREASINGLY
SPECIFIC LEVELS, STARTING FIRST WITH SOME GENERAL
DEVELOPMENT MATTERS, PROCEEDING TO CONSIDERATIONS
FOR RURAL DEVELOPMENT, AND THIRD, TAKING THE
EDUCATION AND TRAINING SECTOR AS A MORE DETAILED
EXAMPLE.

11. POSSIBLE QUESTIONS TO GUIDE DISCUSSION

A. GENERAL DEVELOPMENT

(1) WHAT ARE IMPLICATIONS FOR DEVELOPMENT
STRATEGIES OF GIVING PRIORITY
ATTENTION TO MEETING BASIC HUMAN NEEDS
(SUCH AS FOOD, SHELTER, HEALTH,
EDUCATION AND EMPLOYMENT?)

(2) WHAT KINDS OF EFFORTS AND PROGRAMS
MIGHT BE INVOLVED FOR SUCH STRATEGIES?

(3) WHAT WOULD BE REQUIREMENTS FOR DATA
AND ANALYTICAL EFFORTS IN ORDER TO
SET TARGETS, TO EXAMINE ALTERNATIVE
SOLUTIONS, TO PREDICT LIKELY EFFECTS,
TO IDENTIFY CONSTRAINTS AND DETERMINANTS,
AND TO ASSESS PROGRESS?

(4) HOW CAN CONCERNS FOR MATTERS OF EQUITY,

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PARTICIPATION AND ACCESS BE TRANSLATED
INTO ACTION PROGRAMS?

(5) WHAT CRITERIA CAN BE USED TO JUDGE
PROGRESS IN EQUITY, PARTICIPATION AND
ACCESS, AND HOW CAN THESE BE MEASURED?

B. RURAL DEVELOPMENT

(6) FOR RURAL DEVELOPMENT PROGRAMS, WHAT
ARE USEFUL CRITERIA, AND INDICATORS FOR ASSESSING
COMMITMENT AND PROGRESS IN AREAS SUCH AS THE FOLLOWING:

(A) INCREASED AGRICULTURAL PRODUCTIVITY;

(B) REDUCED INFANT MORTALITY;

(C) LOWERED POPULATION GROWTH;

(D) GREATER EQUALITY OF INCOME DISTRIBUTION

(E) REDUCED RATES OF UNEMPLOYMENT AND

UNDEREMPLOYMENT;

(F) INCREASED NUTRITION LEVELS;

(G) MORE WIDESPREAD BASIC LEARNING

ACHIEVEMENTS (SUCH AS BEING ABLE TO
READ, TO WRITE, TO COUNT AND HAVING
BASIC WORK SKILLS)

(7) WHAT ARE DATA SOURCES FOR THE ABOVE AREAS
(E.G. HOUSEHOLD SURVEYS, CENSUS, ADMINISTRA-
TIVE SERIES, ETC.)

(8) WHAT ARE TYPICAL NON-CONTROLLABLE FACTORS
OR DETERMINANTS (STRUCTURAL OR EXTERNAL
CONSTRAINTS) IN AREAS SUCH AS THE ABOVE)
AND HOW MIGHT THEY BE QUANTITATIVELY OR
QUALITATIVELY MEASURED?

(9) WHAT ARE TYPICAL CONTROLLABLE FACTORS OR
DETERMINANTS (POLICIES, INSTITUTIONAL
ACTIVITIES, PROGRAM ACTIONS) IN AREAS
SUCH AS THE ABOVE) AND HOW MIGHT THEY BE

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QUANTITATIVELY OR QUALITATIVELY MEASURED?

C. FORMAL AND NON-FORMAL EDUCATION AND TRAINING

SECTOR

(10) WHAT ARE USEFUL INDICATORS FOR DETERMINING
NEEDS, OPTIONS, GOALS, ADVANCES AND
SHORTFALLS IN EDUCATION AND TRAINING
ACHIEVEMENTS?

(11) WHAT ARE TYPES AND SOURCES OF DATA WHICH
WOULD SHOW WHAT SITUATIONS ARE, AND WHICH
WOULD ALLOW COMPARISONS TO BE MADE OVER
TIME, AND AT POINTS IN TIME ACROSS REGIONS,
AND ACROSS SOCIAL OR AGE OR RURAL/URBAN
GROUPS, ETC?

(12) WHAT TECHNIQUES AND METHODOLOGIES ARE
AVAILABLE FOR OBTAINING DATA, FOR
ANALYZING SUCH DATA TO PRODUCE INFORMATION,

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AND FOR APPLYING SUCH INFORMATION TO
DECISION-MAKING FOR THE PLANNING, THE
IMPLEMENTATION, THE MONITORING AND
EVALUATION OF PROGRAMS? HARTMAN

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Message Attributes

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To: STATE GUATEMALA
Type: TE
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Review Markings:
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Declassified/Released
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22 May 2009
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